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**THE USE OF ONE STAYS REST STRAY (OSRS) TECHNIQUE
IN TEACHING READING COMPREHENSION ON
RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL
MUHAMMADIYAH 4
PEKANBARU**

A Thesis

Submitted as Partial Fulfillment of the Requirements
for the Award Bachelor Degree of Education
(S.Pd.)



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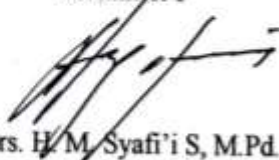
EXAMINER APPROVAL

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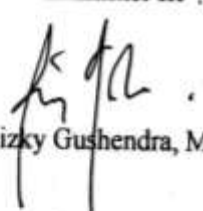
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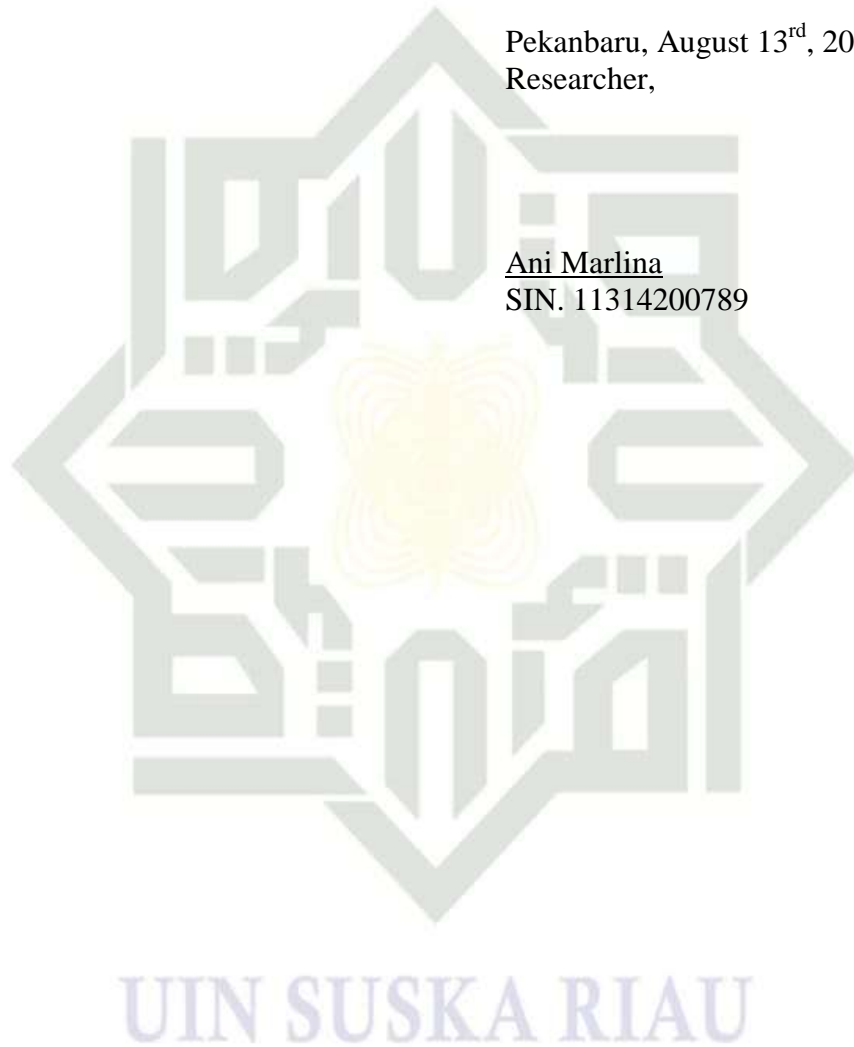
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Pekanbaru, August 13rd, 2019
Researcher,

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ABSTRACT

ANI MARLINA, (2019): The Use of One Stays Rest Stray (OSRS) Technique in Teaching Reading Comprehension on Recount Text at The Eighth Grade Students of Junior High School Muhammadiyah 4 Pekanbaru.

This research was conducted based on the problems faced by the students in learning English especially in reading recount text. The researcher found that the students still had difficulties in comprehending the reading text. So, the researcher was interested in carrying out the research about these problems. In this case, the researcher provided *OSRS technique* to help students' reading comprehension in recount text. The objectives of the research were to find out the students' reading comprehension in recount text of the eighth grade at Junior High School Muhammadiyah 4 Pekanbaru taught by using *OSRS technique*, to find out the students' reading comprehension in recount text of the eighth grade at Junior High School Muhammadiyah 4 Pekanbaru without taught by using *OSRS technique* and to find out whether or not there was any significant different of using *OSRS technique* on students' reading comprehension in recount text of the eighth grade at Junior High School Muhammadiyah 4 Pekanbaru. The design of this research was a pre experimental design. In collecting the data, the researcher used multiple choices test, to find out the students' reading comprehension of recount text. The technique of analyzing data was an independent sample t-test and it was eased by using SPSS 23 program. Finally, based on the research findings, the researcher concluded that there is a significant difference between students' reading comprehension taught by using OSRS technique. The researcher found that $2.756 < 12.809 > 2.462$. So, it can be analyzed that t_o is higher than T -table in either 5% or 1%. It means that H_a was accepted and H_o was rejected.

KeyWords: *The Use, One Stays Rest Stray (OSRS) Technique, Recount Text*

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ABSTRACT

ANI MARLINA, (2019) : Penggunaan Teknik One Stays Rest Stray (OSRS) dalam Mengajar Pemahaman Membaca dalam Teks Recount di Siswa Kelas VIII SMP Muhammadiyah 4 pekanbaru.

Penelitian ini dilakukan berdasarkan masalah yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam membaca teks recount. Peneliti menemukan bahwa siswa masih mengalami kesulitan dalam memahami teks bacaan. Jadi, peneliti tertarik untuk melakukan penelitian tentang masalah ini. Dalam hal ini, peneliti menyediakan teknik OSRS untuk membantu pemahaman membaca siswa dalam teks recount. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa dalam teks recount kelas delapan di SMP Muhammadiyah 4 Pekanbaru yang diajarkan dengan menggunakan teknik OSRS, untuk mengetahui pemahaman membaca siswa dalam teks recount kelas delapan di SMP Muhammadiyah 4 Pekanbaru tanpa diajar dengan menggunakan teknik OSRS dan untuk mengetahui ada atau tidaknya perbedaan penggunaan teknik OSRS pada kemampuan membaca siswa dalam teks recount kelas delapan di SMP Muhammadiyah 4 Pekanbaru. Desain penelitian ini adalah desain pre eksperimental. Dalam mengumpulkan data, peneliti menggunakan tes pilihan ganda, untuk mengetahui pemahaman bacaan siswa tentang teks recount. Teknik analisis data adalah uji-t sampel independen dan dipermudah dengan menggunakan program SPSS 23. Akhirnya, berdasarkan temuan penelitian, peneliti menyimpulkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan menggunakan teknik OSRS. Peneliti menemukan bahwa $2,756 < 12.809 > 2.462$. Jadi, dapat dianalisis bahwa t_0 lebih tinggi dari T-tabel dalam 5% atau 1%. Ini berarti H_a diterima dan H_0 ditolak.

Kata Kunci: Penggunaan, Teknik One Stays Rest Stray (OSRS), Teks Recount

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ملخص

أني مرلينا، (٢٠١٩): استخدام تقنية *One Stays Rest Stray* في تعليم فهم قراءة النصوص السردية لدى تلاميذ الفصل السابع في مدرسة محمدية المتوسطة ٤ بكنبارو

قيم هذا البحث بالنظر إلى المشاكل التي واجهها التلاميذ في تعلم اللغة الإنجليزية وخاصة في قراءة النصوص السردية. ووجدت الباحثة أن التلاميذ لا يزالون يتصعبون في فهم النصوص السردية. فمن ذلك تجذبت إلى القيام بالبحث العلمي عن هذه القضية. فاستعدت تقنية *One Stays Rest Stray* لمساعدة التلاميذ في فهم قراءة النصوص السردية. واستهدف هذا البحث إلى معرفة فهم قراءة النصوص السردية لدى تلاميذ الفصل الثامن في مدرسة محمدية المتوسطة ٤ بكنبارو بدون إجراء *One Stays Rest Stray* ولمعرفة وجود فرق استخدام *One Stays Rest Stray* في القدرة على قراءة النصوص السردية لدى التلاميذ. وتصميم البحث هو شبه بحث تجريبي. وفي عملية جمع البيانات استخدمت الباحثة الاختبار بالأجوبة المتعددة لمعرفة فهم النصوص السردية لدى التلاميذ. وتقنية تحليل البيانات هي اختبار t -للعينة المستقلة بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣. فبناء على تحليل البيانات استنتجت الباحثة أن هناك فرقا هاما بين فهم قراءة التلاميذ المعلمين بتقنية *One Stays Rest Stray* وغيرهم. ووجدت الباحثة أن $2,756 < 12,809 < 2,462$. فعرف أن t_0 أعلى من T -جدول إما في ٥٪ أو في ١٪. فالفرضية البديلة مقبولة والفرضية المبدئية مردودة.

الكلمات الأساسية: استخدام، تقنية *One Stays Rest Stray*، النصوص السردية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is one of the activities of understanding a text. Reading comprehension is so important because without reading comprehension readers cannot understand the meaning or the message contained in the reading text. It is supported by Klingner et al (2007, p. 2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes.

As a foreign language learning, Reading comprehension needs many aspects which are needed to be mastered by the students. It means that if students are not able to master the aspects which are needed in the reading comprehension so the students' reading comprehension cannot be running well and effective.

Reading is one of the ways to get information and it can improve people's knowledge. By reading, people are able to know many things that happen around them even they do not have to see it directly and through reading people can speak and write. According to Hasibuan (2007, p.114), reading is to gain information, knowledge, and can criticize a writer's idea and style. In other words to extend experience of the world in which we live. That is the reason why reading becomes a very important thing in learning.



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Besides that, informal education, reading is also one way that people should do to fulfill their education.

The main goal in teaching and learning English reading process is to comprehend the reading material, but the fact shows that the majority of the students are not competent English well, as Smith (2004, p. 125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials. Brown (2007, p.46) stated that reading is skillful and fluent readers can read and do read. They know how to read a range of different types of texts using a variety of strategies. They can apply word recognition, phonic strategies, and grammatical knowledge, the meaning of the text and their knowledge of the world and life experience as they read in order to get pleasure and information from texts. In this case, there are so many students who feel difficulties in gathering and comprehending the idea of reading passage.

Based on the curriculum for Junior High School, there are two competencies should be achieved standard competence and basic competence. The standard competencies means that students are able to understand short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report texts (BSNP 2006). In order to achieve the standard competence, teachers should interpret the standard competence and basic competence in order to prepare students. These inputs can be obtained



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from reading processes. Based on the texts procedure, descriptive, recount, narrative, and report texts.

Based on the syllabus, the researcher found that Junior High School Muhammadiyah 4 Pekanbaru uses Thirteen Curriculum (K13). This school implements student learning outcomes into an existing rubric at the school. Passing grade for English subject in this school was 72. The researcher focuses on student's reading comprehension as described in the following rubric:

Table 1.1
Rubric of Scoring

No.	Score	Description of Competency
1.	80 – 100	The students have very good understanding to identify the meaning of some pronunciation, grammar, vocabulary, fluency and comprehension on recount texts.
2.	70 – 79	The students have good understanding to identify the meaning of some pronunciation, grammar, vocabulary, fluency and comprehension on recount texts.
3.	60 – 69	The students have limited understanding to identify the meaning of some pronunciation, grammar, vocabulary, fluency and comprehension on recount texts.
4.	50 – 59	The students have little understanding to identify the meaning of some pronunciation, grammar, vocabulary, fluency and comprehension on recount texts.
5.	<50	The students have no understanding to identify the meaning of some pronunciation, grammar, vocabulary, fluency and comprehension on recount texts.

From the rubric above and based on the researcher's interview with Miss. Eri Vianti S.Pd, some students' competencies in reading recount text are still lower than passing grade and based on the researcher's preliminary observation at Junior High School Muhammadiyah 4 Pekanbaru, especially for the second year students, the



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students had limited understanding about recount texts. Their limited understanding are caused by their lack of vocabulary. Their limited or lack of vocabulary maybe caused by the use of technique in learning recount texts. As the consequence, the students were bored with the teaching and learning process in learning recount texts.

In line with the teacher's experience, the teacher stated that other factors also came from students' habit. Students were seldom to read English text. Even some of students claimed that they were not interested in learning English. In short the students did not have prior knowledge about the topic. Those problems made their score far from curriculum expectation. Based on the teacher's documentation shown in the earlier test, the students only have score 55 on the average. None of them passed the minimum of criteria passing grade. Based on the writer's preliminary observation at Junior High School Muhammadiyah 4 Pekanbaru, the writer found that one of students had problems in English learning, especially in reading comprehension. Here, teachers played an important role to help them understand reading passage. It could be seen in the following symptoms:

1. Some of the students are not able to identify the main idea of the recount text.
2. Some of the students are not able to identify the generic structure of the recount text.
3. Some of the students have lack of vocabulary in reading recount text.



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Besides, reading is an important way to improve students' general language skills in English. Reading can also enlarge their vocabulary. Through reading, they can obtain many inspirations so that they will be more creative. Reading is a good way to find out new ideas, facts, and experiences.

Considering the importance of having good reading skills, the teaching of reading in the classroom is very important. The reading activities in the classroom should be meaningful for the students. It means that the reading activities should not merely read the texts, but there should be a variation of learning activities.

The classroom reading activities can influence the students' motivation to read. When they find that reading is enjoyable and they can get benefit from it, their reading motivation will increase. The problem was about the learning media used by the teacher. The use of media was important to help the students understand the material. Another problem was about the classroom management. When the class was not managed properly, the similar problems related to the teaching of reading were identified. The teaching of reading did not motivate students yet.

Realizing on the phenomena, the teacher should think more about the way to teach the students in reading recount text. One of the ways that can be used to improve the students' reading comprehension of recount text is by using One Stays Rest Stray (OSRS) Technique. One Stays Rest Stray (OSRS) Technique stands for reading comprehension by using grup that



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exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect the ideas, discuss, and figure out a text by building teamwork (Jacobs et al., 2006). This technique can help junior high school students to solve the problem in reading and it can make students' easier to understand information in the text.

Based on the explanation above, the researcher was interested in pointing out the problems into a research entitled: **“The Use of One Stays Rest Stray (OSRS) Technique in Teaching Reading Comprehension of Recount Text at the Eighth Students of Junior High School Muhammadiyah 4 Pekanbaru”**.

B. Problem

After conducting preliminary observation at Junior High School Muhammadiyah 4 Pekanbaru, it is clear that most of the students are still getting difficulties, especially in term of reading comprehension. To make the problems of this research clear, thus the problems of this research will be identify as follows:

1. Identification of The Problems

Based on the problems that have been explained, it will be identified as follows:

- a. Some of the students are unable to identify the main idea in reading recount text

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- b. Some of the students are unable to identify the generic structure in reading recount text
- c. Some of the students have lack of vocabulary in reading recount text

2. Limitation of the Problem

In carrying out this research, the researcher aware that there should be a limitation of the problem solved. In this case this research focused on One Stays Rest Stray (OSRS) Technique of the second grade students at Junior High School Muhammadiyah 4 Pekanbaru. The researcher hoped that One Stays Rest Stray (OSRS) Technique could provide the students with more opportunities and varied activities to practice reading.

3. Formulation of the Problem

The problems of this research are formulated in the following research questions:

- a. How is the students' reading comprehension taught before using One Stays Rest Stray (OSRS) Technique at Junior High School Muhammadiyah 4 Pekanbaru?
- b. How is the students' reading comprehension after using One Stays Rest Stray (OSRS) Technique technique at Junior High School Muhammadiyah 4 Pekanbaru?
- c. Is there any significant difference between being taught before and after using One Stays Rest Stray (OSRS) Technique on development students' reading comprehension in recount text?



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C. Objectives and Significance of the Research

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1. The Objectives of the Research

- a. To find out the students' reading comprehension of recount text before being taught by using One Stays Rest Stray (OSRS) Technique at second grade students of Junior High School Muhammadiyah 4 Pekanbaru.
- b. To find out the students' reading comprehension of recount text after being taught by using One Stays Rest Stray (OSRS) Technique at second grade students of Junior High School Muhammadiyah 4 Pekanbaru.
- c. To find out whether there is significant difference between the students' reading comprehension of recount text before and after being taught using One Stays Rest Stray (OSRS) Technique at second grade students of Junior High School Muhammadiyah 4 Pekanbaru.
- d. To find out how large is effect using One Stays Rest Stray (OSRS) Technique at second grade students of Junior High School Muhammadiyah 4 Pekanbaru.

2. The Significance of the Research

By conducting this research, the researcher wants to obtain new knowledge related to the teaching of reading by using One Stays Rest Stray (OSRS) Technique. Generally, the significance of the study can be divided into two parts.



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a. Theoretical Significance

The findings of the research can give inputs to improve the teaching of reading in junior high schools. The findings can develop the application of using One Stays Rest Stray (OSRS) Technique to teach reading for junior high students.

b. Practical Significance

1) For English teachers

Hopefully the research findings can be useful for especially many junior high English teachers. This can help them to make a variety in teaching reading.

2) For the school

The findings could give meaningful information to the school about the benefits of using One Stays Rest Stray (OSRS) Technique to improve the teaching of reading.

3) For the researcher

The research can develop the researcher's creativity and competence in designing activities for classroom teaching and learning. It was be a valuable experience for her that gave many positive impacts for the future.

D. Reason for Choosing the Tittle

There are some reasons why the writer is interested in conducting this research. This research is motivated by the following reasons:



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1. The title of this research is relevant with the researcher's status as a student of English Education Department Programme.
2. The title of this research is not yet investigated by other previous researcher.
3. The location of the research facilitates the writer for conducting the research.

Definition of the Term

There are so many terms that are involved in this research. In order to avoid misunderstanding toward the terms used, thus, the following terms are necessarily defined as follows:

1. One Stays Rest Stray (OSRS) Technique

According to Jacobs at all. (2006), One Stays Rest Stray (OSRS) Technique is the active instructional process that involves movement activity of the students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by bulding teamwork.

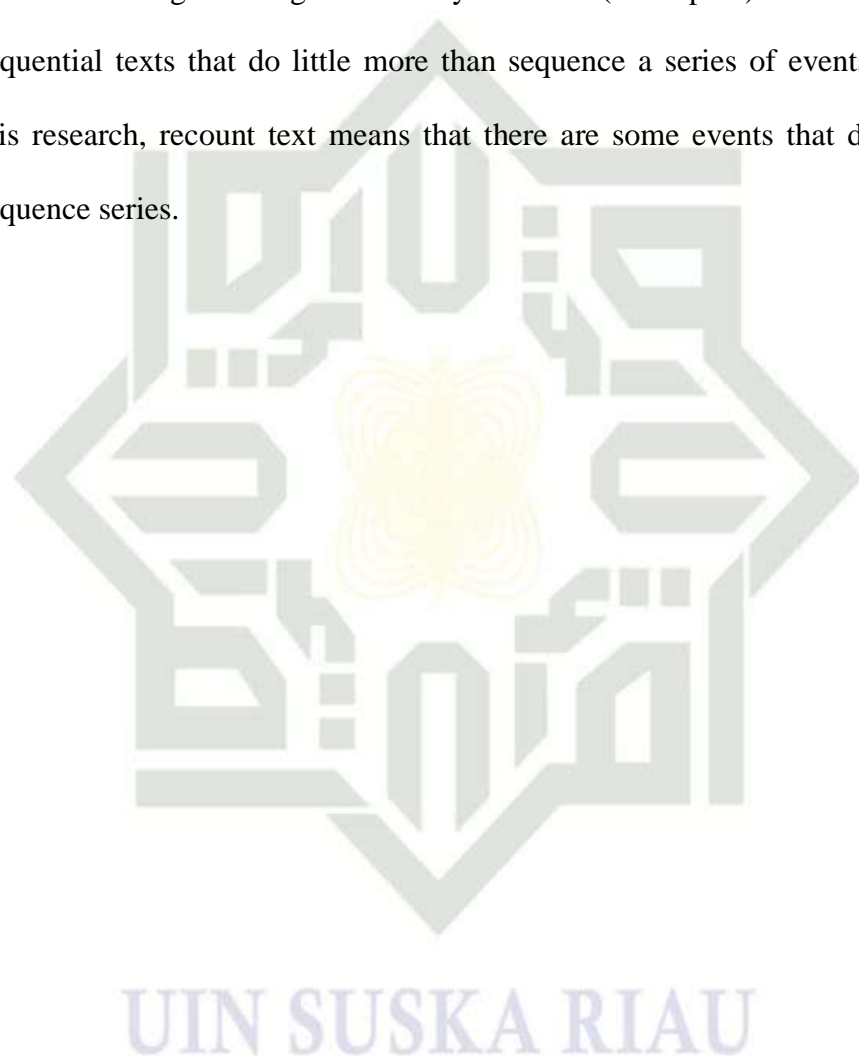
2. Reading Comprehension

According to Longman Dictionary of Language Teaching & Applied Linguistics (Richards et al, 1992, p. 483) Reading is the processes by which the meaning of a written text is understood. And the understanding that results is called reading comprehension. It means that reading comprehension will make reader demand the connections between information contained in the message and the purpose of the

reading. However, in this research the term reading comprehension refers to the students' reading comprehension at Junior High School Muhammadiyah 4 Pekanbaru.

3. Recount text

According to Melgis diklawaty Pratama (2012 p.26) recount are sequential texts that do little more than sequence a series of events. In this research, recount text means that there are some events that do in sequence series.



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading Comprehension

Reading is the process of getting information from a written symbol or written language. Some experts share their definitions about what is meant by reading. Nunan (2003) states that “reading is a fluent process of readers, combining information from a text and their own background knowledge to build meaning.” Similarly, Anderson (2003 p.68) states that “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.” From these definitions, it can be concluded from the statement above that reading is not only a process of eyes movement to printed material, but also a process of understanding the text to get information of knowledge. In the reading process, the readers not only read written form, but also they are required to understand of what they read. The process of understanding the text is often called reading comprehension.

In reading comprehension, is the ability to read text, process it and understand its meaning. According to Klingner et al (2007, p. 8) reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the

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text itself (interest in text, understanding of text types). It means that reading comprehension is not a simple process. In reading comprehension the reader needs their prior knowledge about the text to build their comprehension.

Based on King and Stanley (1999 p.470) explain that “reading comprehension have five components in reading text. They are; finding main idea, finding factual information, finding the meaning of vocabulary, identifying references, and making inferences.

Finding main idea is the main topic that has being discussed in a paragraph in which help students to guess what paragraph is about and it can be found in the first, middle or in the last paragraph. Then, factual information requires the reader to scan specific detail, and recognition of the main idea of paragraph which are very important because it helps the reader understand the paragraph and content of reading text. When the students in finding the meaning of vocabulary in the content of the text be developed through his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference the words or phrase, the students are able to identify the word which can help them understand the reading passage. In making an inference, the students are able to read between lines. It is divided into main attention, draw logical inferences and make accurate predictions.

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Based on the experts' explanation above, the researcher concludes that reading comprehension is one's ability in comprehending the message of the English materials. It means that reading comprehension is a process of understanding what text is talking about. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

b. Types of Reading Comprehension

Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010) there are four types of reading comprehension based on its purpose:

- a) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b) Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c) Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d) Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Based on the statements above, there are four types of reading comprehension which have different purposes of each type. Literal comprehension means reading to know information in general. At

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inferential comprehension, the reader aims at findings specific information of texts.

c. Components of Reading Comprehension

In reading comprehension, there are many components which have its own characteristic. Based on the statement above, King and Stanley (1998), said that there are five components that may help the reader to read carefully, they are:

1. Finding main idea. It is the main topic that is discussed in a paragraph in which help students to guess what the paragraph is about. Main idea can be found in the first, middle or in the last of paragraph.
2. Finding factual information. It requires students to scan specific detail of the text. It usually appears with the guessing question word.
3. Finding the meaning of vocabulary. Students can guess the meaning of unfamiliar words with him/her by relating them to the surrounding words or the words that appear around them.
4. Identifying reference. Reference word are the same words or phrases found in several times in the paragraph. They are usually short and very frequently pronouns, such as she, he, it, this, her/him, and many others.

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5. Making inference. Students are expected to make accurate predictions. The prediction can make by correctly interpreting the indication a writer's gives.

d. The Application of Reading Comprehension Based on 2013 Curriculum

Curriculum is one of the important components in the world of education as curriculum becomes the reference for every level of education, education organizer as well as the teacher and the headmaster. Holding into this fact, the development of curriculum is considered being important as curriculum is one of the element which gives significant contribution to improve the teaching and learning quality.

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching and also the teaching and learning covers the attitude of competency, knowledge, and skill, which is then developed to the core competency and basic competency of 2013 curriculum. Curriculum 2013 also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and communicating.

2013 curriculum is student-centered which practices the basic opinion that knowledge cannot be just transferred from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct, and apply the knowledge. English as

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one of the compulsory subject taught in School gets positive impact from the changes. Certainly, English teachers need to be more creative and innovative in the teaching and learning process towards the 2013 curriculum. English teacher must be able to bring the change in the English teaching. It means they have to leave the old teaching style in which the learning material taught is centralized on the language structure (grammar). The English teaching should be taught or centralized on the language competency as the tool of communication to deliver the idea and knowledge which is appropriate with the demand of 2013 curriculum.

Specifically, the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

The demand of the 2013 curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process. Moreover, one of the factors to make the successful in teaching and learning depends

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on the teacher' pedagogic and teacher' mastery towards learning material and curriculum.

e. Approach, Method, Technique and Strategy

In the world of teaching and learning, there are some familiar terms of approaches, methods, techniques, and strategies. According to Anthony (1963: 94) views approach as "A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic". An approach describes the nature of the subject matter to be taught. It states a point of view, a philosophy or an article of faith, that is, something which one believes but cannot necessarily prove. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it.

Anthony (1963: 95) defines method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural". Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified.

Then Technique is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well" (Anthony, 1963: 96). In other words, technique is classroom practices done by the

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teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

Kemp (1995) stated that a learning strategy is a learning work that on teacher and students be learning for learning purposes.

2. One Stays Rest Stray (OSRS) Technique

a. The Nature of One Stays Rest Stray (OSRS) Technique

The classroom activities can be varied in many ways, for example the teaching steps or techniques, the variation of learning media, the selection of learning activities, and the materials of the lesson. The teachers can also set up a learning strategy for their classrooms.

One of learning technique which can be applied in the classroom is One Stays Rest Stray (OSRS) technique. It was developed by Kagan who stated that this technique is very effective because it can be used in all subject and for all level of learners age (Jacobs et al, 1996:110). One stays rest stray technique is one part of the cooperative learning method that puts students in small groups. The members of the group can be the same as the number of the paragraphs in a text. Then, they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the

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structure of one stays rest stray will provide the opportunity for the group to share information result to other groups. One of the ways in teaching reading comprehension is trough cooperative learning which intends to improve the learning output of students. According to Crawford, et.all (2005, p.48), cooperative learning allows students to learn actively, even in large classes. Learning experts tell us that in order to learn, students must act and communicate. But in classes of 60 or more, the amount of time any one students can talk is very limited. Cooperative learning techniques allow every student in the class to participate for much of the time, but they organize the active of many students at once so that the activity will bw productive and not chaotic. So, one of the ways to implement cooperative learning is through One Stays Rest Stray (OSRS) technique

While, Richards and Renandya (2002, p.52) said that with cooperative learning, students work together in groups whose usual size are two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In short, Jhonson, et.al (1994, p.3) noted date cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In cooperative learning, teacher evaluates student's



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effort on criteria-referenced basis while in competitive learning grade students on a norm-referenced basis. So, the aim of cooperative learning is not only to make students active but also train them to socialize, work together and help each other.

In One Stays Rest Stray (OSRS) technique the teacher is only as a facilitator and as a motivator. As a facilitator, the teachers should facilitate the students to read various types of the texts before the class. Then, as a motivator, the teacher might motivate the students by giving attention to them when they study, giving relevant material, supporting them to study hard, checking the student's work before they submit to the teacher or present it in front of the class, building students' confidence to reach the highest marks, and giving reward.

From the explanation above, it can be known that One Stays Rest Stray technique is completely students's centered. Each student has the chance to contribute and to learn something which causes each student develops his/her account According to Kagan in Surjosuseno (2011, p.128), One Stays Rest Stray (OSRS) technique of cooperative learning model involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. The findings confirm Kagan's idea in Surjosuseno (2011, p.127), that One Stays Rest Stray (OSRS) technique is a cooperative learning model which can be used to foster students' reading comprehension ability to a text. This technique

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exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork. So, this technique is basically somewhat similar to jigsaw technique in which students make base groups and spread to other groups to get information. After that, the students return to base groups to discuss the information obtained. In One Stays Rest Stray (OSRS) technique, mates share with other groups rather than with the entire class.

According to Surjosuseno (2011, p.124), the procedures of One Stays Rest Stray (OSRS); first, each student reads the paragraph and does the tasks given silently, and then they (all member of the group) discuss them together. After finishing the discussion, one student stays in their group while other stray to other groups to find out what other group have done. Then, the stayers return to their base group and one by one, the member of group, tells what he/she has observed and listened. At last whole members of each group discuss and write a report of the whole story and tasks.

By using this technique, the students will have a chance to answer, ask questions, apply the knowledge which they have acquired, and gain feedback from group members while they socialize in groups. Therefore, it will build students' self esteem and lead to the enjoyment of the teaching learning process.

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b. Steps of One Stays Rest Stray (OSRS) Technique

According to Jacobs et al (1996:110), the workings of one of the techniques in cooperative learning method that is One Stays Rest Stray (OSRS) technique are as follow :

- a. The teacher asks student reads the paragraphs and does the tasks given silently.
- b. The teacher arranges they (all members of the group) discuss them together
- c. After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- d. Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- e. At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

c. Advantages of One Stays Rest Stray (OSRS) Technique

According to Jacobs et al, (1996:120) stated that some advantages of One Stays Rest Stray (OSRS) technique, they are:

- a. Provide opportunities for students to be more creative in communicating with friends and groups of other groups
- b. Provide chances for students to learn to be more actively motivated

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- c. Make students to be more courageous to express and convey their ideas or opinions
- d. Increase student cohesiveness and confidence

3. Recount Text**a. Definition of Recount Text**

Recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of Recount text is to retell events with the purpose of either informing or entertaining their audience.

Pardiyono (2007 p.63) recount text is a kind of text, which is used to tell events that happen in the past. In addition, Pardiyono says that recount can also be simply defined as a text giving information about activities that happened in the past, in other words, it is used to retell the events. The purpose is to retell the events in order to inform the readers. This kind of text is usually about past events and or activities such as interesting experience, diary, historical events, biography, autobiography, and personal letters. Furthermore, Emilia (2011 p.75) says that recount can be written in the form of biography, autobiography, newspaper articles about the event, history, letter, journal, or story. A recount is the retelling of past experiences.

Due to many kinds of English text besides recount, it is needed to know the characteristics of each text by paying attention to the generic structure and language features. Moreover, according to

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Sudarwati and Grace there are several things we need to know about recount text, and they are generic structures and language features used in the text as in the following explanations.

b. Generic Structure of Recount Text

Generic structures are the parts building the text. Each part has its own function. In other words, generic structures are the elements existing in the text. The generic structures of recount text are:

1) Orientation

This part is intended to introduce or to bring in the topic, who, where, and when the story happened.

2) Record of events

This element is to tell the story or events in detail and chronologically.

3) Re-orientation

This part is the last part of recount text, which is intended to sum up or to give conclusion of the story told in the record of events.

c. The Language Features of Recount Text

In this context, language features means the features of the language often used in a certain kind of text. Sudarwati and Grace (2006) mentions the language features commonly used in recount text are:

1) The use of nouns and pronouns (e.g.: *David, we, his*)

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- 2) The use of action verbs (e.g.: *went, spent, played*)
- 3) The use past tense (e.g.: *We went for a trip to the zoo*)
- 4) The use time conjunction (e.g.: *and, but, after, finally*)
- 5) The use of adverbs and adverbs of phrases (e.g.: *in my house, two days ago, slowly, cheerfully*)
- 6) The use of adjectives (e.g.: *beautiful, sunny*)

In conclusion, recount text is one of the text type learned by the students in Junior High School Muhammadiyah 4 Pekanbaru that tells experiences.

4. Teaching Reading Comprehension

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge Willis (2008). To comprehend the text, the readers must be able to decode words, access the text integration processes in order to construct the meaning, and retain the content. Then, their brain will be stimulated by the related information. In addition, Nunan (2003) believes that the principles of teaching reading comprehension are as follows:

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a) Exploit the reader's background knowledge

A reader background knowledge will influence the reader when comprehend the text. If students are reading on an unfamiliar topic, the teacher need to begin the reading process by building up background knowledge. It means that the students experience or what they know about the reading passage will influence them in comprehending the text.

b) Build a strong vocabulary base

Vocabulary is very important in comprehending the reading passage. The more the reader knows the meaning of the word, the easier they will catch the meaning of the text. In other words, the role of vocabulary in comprehending the text is very crucial for the readers.

c) Teach for comprehension

The teachers of reading demand their students to be able to comprehend the reading passage, but they do not teach them how to comprehend the text. Nunan (2003) believes that monitoring process is crucial to be successful in reading comprehension. It is related with verifying the prediction when the readers cannot obtain the meaning of the passage. It is done by the teachers, they should ensure that their students is making the correct prediction of the passage, otherwise, the teachers will help them.

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d) Work on increasing reading rate

One great difficulty in the second language reading classroom is that the ability of the students read fluently. The effort of the teacher is very needed in this process. Teacher may not be impressed the students to read fast but also fluently. The teacher must work hard towards finding a balance between assisting students to improve their reading rate and develop reading comprehension skills.

e) Teach reading strategies

Strategies can be defined as a stimulation. In teaching reading comprehension, teacher must use strategies in order to stimulate students to comprehend the reading passage. Nunan (2003) proposes that strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. It means that, the use of strategies is very important in teaching reading. In order to, achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

f) Encourage readers to transform strategies into skill

Nunan (2003) informs the importance of distinction between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve certain goals or objectives, while a skill is

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a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g) Build assessment and evaluation into your teaching

Every activity needs an evaluation. It is very crucial especially in the world of teaching. In teaching reading comprehension, the teacher must assess their students' reading in order to measure about the ability of a student or the quality or success of a teaching reading. Assessment may be done by test, interview, questionnaire, observation, etc.

h) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

5. Assessing of Reading Comprehension

Hughes (1989) said that there are some possible techniques to assess reading comprehension as follows:

a) Multiple Choice

The candidate provides evidence of successful reading by making a mark against one out of a number of alternatives.

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b) Unique Answer

Here there is only one possible correct response. This, might be a single word or number, or something slightly longer.

c) Short Answer

When unique answer items are not possible, short items answer may be used.

d) Guided Short Answers

The danger with short- answer questions is of course the one referred to above: a student who has the answer in his or her head after reading the relevant part of the passage may not be able to express it well. Even without knowing the intended answer one suspects that it may rate problems of production unrelated to reading ability.

e) Summarize Close

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the candidate. This is really an extension of the guided short answer technique and shares it qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

f) Informing Transfer

One way of minimizing demands on candidates' writing ability is to require then to show successful completion of a reading task by supplying simple information in a table, following a route on map, labeling a picture, and so on.

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- g) Identifying order of events, topics, or arguments.
- h) Identifying referents
- i) Guessing the meaning of unfamiliar word from context.

In this research, the researcher focuses on using multiple-choice in consideration of its purpose is to make it easier to be administered and can be scored quickly, so that the researcher uses it in assessing the students' reading comprehension of the second grade students of Junior High School Muhammadiyah 4 Pekanbaru.

6. Teaching Reading Comprehension of Recount Text by One Stays Rest Stray (OSRS) Technique

Being a good teacher of reading starts with an understanding of what reading is. Klingner (2007) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

The students must be able to understand the meaning of each word and also the text is about. Teaching reading comprehension of recount text is not difficult for those who know recount itself. Teacher should know how to explain about what recount text is, what its generic structures are, what recount text tells about and what the purpose of recount text is. The goal of teaching reading comprehension of recount text is to make students or readers are able to find out the meaning, information, ideas, insight or knowledge from it.

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From the explanation above, As a good teacher, we should teach reading by using interesting technique in hope the students are interested to learn. This One Stays Rest Stray (OSRS) technique is one of the useful technique.

B. Relevant Research

According to Syafi'i (2011, p. 122), relevant research is required to study some previous research that are relevant to this research. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. There is a relevant research which has relevancy to this research.

The same studies concerned about One Stays Rest Stray (OSRS) technique had been conducted by the previous researchers. First, the study had been conducted by Tjahjaning Tingastuti Surjosuseno (2011) entitled "The Effects of One Stays Rest Stray and Lockstep Techniques on the Enhancement of Students' Reading Achievements". In this study, the researcher used two-group, quasi-experimental, posttest only design to investigate two techniques. The experimental group was taught by using One Stays Rest Stray technique and the control group was taught by using Lockstep technique. The result of the study showed that the reading achievements of experimental group increased and was significantly different from those of the control group. The mean of the experimental group was 22.93 and the mean of the control group was 19.67. Based on the result of the study, teaching reading by using One

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Stays Rest Stray technique was more effective than teaching reading by using Lockstep technique.

The second study had been conducted by Noviga Darma (2014) entitled “The Use of One Stays Rest Stray Technique in Teaching Reading Comprehension of Narrative Text”. In this study, the researcher used qualitative research design, embracing characteristics of a case study to investigate the extent to which the use of One Stays Rest Stray technique helps students’ reading comprehension and to examine students’ responses to the use of One Stays Rest Stray technique in the classroom. The result of the study showed that the use of One Stays Rest Stray technique helped students’ reading comprehension by covering aspects of reading comprehension namely background knowledge, vocabulary knowledge, reading fluency, and comprehension strategies. Besides, the students responded positively towards the use of One Stays Rest Stray technique in their learning. From the result of the study, this technique was appropriate to teach reading and to motivate the students in reading activities.

After comparing with two previous studies above, it indicates in some differences and similarities. Here, the researcher conduct a study to know the effectiveness of uxsing One Stays Rest Stray (OSRS) technique towards students’ reading ability. The similarities with two previous studies are in the type of the text and the technique which is used by the researcher. In two previous studies, the researchers used One Stays Rest Stray (OSRS) technique which is same as this study. Meanwhile, the differences with two previous

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studies are in the level of education, the text and the research design which is used. The first previous study used quasi-experimental with posttest only design and it was for college students. Then, the second previous study used case study in qualitative research design and it was for senior high school students. However, the researcher used pre-experimental with pretest-posttest design in this study and chose the second grade students of junior high school as the respondent. But over all, the two previous studies have the same positive result. The result proved that One Stays Rest Stray (OSRS) technique was good for students' reading ability. From the previous studies above, it proved that the present research originally belongs to the researcher.

C. Operational Concept

According to Syafi'i (2016) Operational concepts are derived from related theoretical concepts on all of the variables that should be practically operated in a research. Therefore, the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by the researcher. There are two variables that use in this research, they are variable X and Y. One Stays Rest Stray (OSRS) technique is as variable X that gives the effect on students' reading comprehension as variable Y. The indicators compared are about students' reading comprehension before and after being taught by using One Stays Rest Stray (OSRS) technique.

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1. Variable X (One Stays Rest Stray Technique)

In this research, researcher determines that each variable has indicators become measurement of success conducting of the research. To be operated that describes the operational concept, as follows:

- a. The teacher asks student reads the paragraphs and does the tasks given silently.
- b. The teacher arranges they (all members of the group) discuss them together.
- c. After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done.
- d. Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened.
- e. At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

2. Variabel Y (Reading Comprehension).

In the same way, based on the syllabus 2018/2019 at the eighth grade, the indicators of reading comprehension (variable Y) can be seen below:

- a. The students are able to identify language feature in reading recount text.
- b. The students are able to identify the communicative purpose in reading recount text.
- c. The students are able to identify generic structure in reading recount text.

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- d. The students are able to identify specific information in reading recount text.
- e. The students are able to identify reference in reading recount text.

D. Assumption And Hypothesis**1. Assumption**

In this research, the researcher assumes that teaching English using One Stays Rest Stray (OSRS) Technique is the better students' reading comprehension of recount text will be.

2. Hypothesis

Based on the assumption above, the researcher also formulates a hypothesis as follows:

a. The Null Hypothesis (Ho)

There is no significant difference between the students' reading comprehension of recount text taught before using and after using One Stays Rest Stray (OSRS) Technique on students' reading comprehension of the second grade students at Junior High School Muhammadiyah 4 Pekanbaru.

b. Alternative Hypothesis (Ha)

There is a significant difference between the students' reading comprehension of recount text taught before using and after using One Stays Rest Stray (OSRS) Technique on students' reading comprehension of the second grade students at Junior High School Muhammadiyah 4 Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Method of the Research

The type of the research was an experimental research. According to Cresswell (2008:295) “experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”. The design of this research was a pre-experimental design, which used the one group pretest-posttest design. In addition, Fraenkel and Wallen (2009:265) said that in the one group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. It is a design that involves a single group in which it is pretested, exposed to treatment and posttest. In conducting the research, one class of eighth grade students of Junior High School Muhammadiyah 4 Pekanbaru was involved. The students were administered by giving pre-test at the beginning in order to find out their comprehension in reading recount text. After that they were given the treatment at the middle. At the end, they were given post-test. In the research, the pre-test and post-test were compared in order to determine the effect of using one stays rest stray technique on students’ reading comprehension in recount text. Then, Fraenkel and Wallen stated that the design of one group pre-test posttest design can be illustrated as follows:



Table III.1
Research Design
The One-Group Pretest-Posttest Design

O_1	X	O_2
Pre-test	Treatment	Post-test

Where

X : Treatment

O_1 : Pre-Test

O_2 : Post-Test

B. Time and Location of the Research

This research is conducted at Junior High School Muhammadiyah 4 Pekanbaru. It is located at Ciptakarya Street, Pekanbaru. This research is conducted from April to May 2019.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research is the Second Grade students of Junior High School Muhammadiyah 4 Pekanbaru.

2. Object of the Research

While the object of this research is the using One Stays Rest Stray (OSRS) Technique in Teaching Reading Comprehension of Recount Text at Junior High School Muhammadiyah 4 Pekanbaru.



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D. Population and Sample of the Research

1. Population of the Research

The population of this research was the second grade students of Junior High School Muhammadiyah 4 Pekanbaru. The total of population was 30 students. They consisted of one class.

Table III.2
The Total Population of the Second Grade Students of Junior High School Muhammadiyah 4 Pekanbaru in 2018/2019

No	Class	Students
1	VIII	30
Total		30

2. Sample of the Research

Sample is a part of population. According to Ary (2010, p.649) "Sample is a group selected from population for observation in a study. This research, the researcher needed one class as experimental class. Therefore, determination of the sample in this study was carried out by the type of non-probability sampling. This type of sample is not chosen randomly. Not all elements of the population have the same opportunity to be selected as a sample.

The non-probability sampling technique chosen is the saturated sample, which is the sampling method when all members of the population are sampled. This is often done if the population is small, less than 30 peoples.

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According to Sugiyono (2001: 60) non-probability sampling is a technique that does not provide equal opportunity for each member of the population to be selected as a sample.

In this sample to be taken are all second grade students with a population of 30 students. Sampling technique using the saturated sample method. The saturated sample method is a sampling technique when all members of the population are used as samples.

Table III.3
The Total Sample of the Second Grade Students of Junior High School Muhammadiyah 4 Pekanbaru in 2018/2019

No	Class	Number of Students
1	VIII	30

E. Technique of Data Collection

In order to get the data of this research, the researcher used test to measure students' reading comprehension of recount text as the technique of collecting data. According to Brown (2007), test means that a method of measuring of a person's ability, knowledge or performance in given domain. To obtain the students' reading comprehension by using One Stays Rest Stray (OSRS) Technique, the researcher gave test to the students. The test is done twice, the first is pre-test that is given before treatment, and the second is post-test that is given after treatment.

The type of test was multiple-choice with option A, B, C, D consisted of 20 items with a duration of 45 minutes. There were twenty questions is given to students. The questions were based on the indicators



of reading recount texts comprehension. There where five items of questions for each indicator. It can be seen from the blue print of the test below:

Table III.4
Blue Print of Reading Comprehension

No	Indicator	Items of Question
1	The students are able to find factual information in the reading recount text	1, 6, 11, 16
2	The students identify the main idea in the reading recount text	2, 8, 13, 17
3	The students are able to locate the meaning of vocabulary in context recount text	3, 10, 14, 18
4	The students identify reference of reading recount text	4, 7, 12, 19
5	Students are able to make inferences from the reading recount text	5, 9, 15, 20

According to Arikunto (2013), the classification of the students' score can be seen bellow:

Table III.5
The Classification of Students's Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	fail

1. Pre-test

Before giving treatment, the researcher will give pre-test to the students as sampel. The aims of the pre-test is intend to know the students' reading comprehension. The procedures of pre-test as follows:

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- a. The researcher will distribute the reading test of the students.
- b. The researcher will explain to the student how to work the test.
- c. The students do the test in 30 minutes
- d. The researcher will collect the test and check them.

2. Treatment

Treatment will be given after the pre-test. The researcher will give treatment in some steps or sessions as follow:

- a. The researcher will introduce One Stays Rest Stray (OSRS) Technique and describe the activities to the student.
- b. The researcher will explain the steps of One Stays Rest Stray (OSRS) Technique to the students and how to read by using One Stays Rest Stray Technique to understanding the whole text.
- c. The students will read the text by using the One Stays Rest Stray (OSRS) Technique.
- d. The students, then, can understand the text by One Stays Rest Stray (OSRS) Technique.

3. Post-test

As a process after the treatment, the researcher will give post-test. It aims to see the value of the treatment whether the result of the post-test is better than the pre-test.



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F. The Validity and Reliability of the Test

1. The Validity of the Test

According to Brown (2003) validity is measuring exactly what it is proposed to be measured. In line with the statement above, Ary et al. (2010) mentioned that the validity is defined as the extent to which the instrument measured what it is claimed to be measured, thus, the test is said valid if it measures accurately what it is intended to be measured.

Furthermore, Brown (2003) also mentioned that there are five types of validity, they are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity and face validity. Among all kinds of validity, the content validity was the most appropriate to measure the instrument used in this research.

In term of content validity, Brown (2003) stated that it refers to the content of the test provide samples about the subject matter are being measured. It means that we have to design the tests based on the material that they had learned. Thus, the researcher concluded that this research belonged to the content validity in consideration of the tests reflected to what the students had learned the content of the curriculum.

2. The Reliability of the Test

Reliability refers to a situation when giving the same tests for the same students in different occasions. Yet, the scores are same or consistent. According to Brown (2003) the reliable test is the consistent and dependable test. The consistent thing refers to score whereas the

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dependable thing refers to the condition of the students, temperature and condition. It means that when giving the same test to the same students on the different occasions, but, in fact, the results are same, so that the test is reliable.

Furthermore, Ary et al. (2010) mentioned that the reliability of a measuring instrument is the consistency degree measuring whatever is is can be measured. Furthermore, in order to obtain the reliability of the test given, the researcher used Cronbach's alpha. The Cronbach's alpha comprises a number of items making up a scale designed to measure a single construct and determines the degree to which all the items are measuring the same construct (Cronk, 2008). Therefore, the cronbach's alpha refers to a measurement of internal consistency. In conclusion, an evaluation instrument is said to have a high reliability value, if the tests made have consistent results in measuring what they are trying to measure.

G. The Normality of the Test

According to Gay (2008, p. 482), before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. In order to know whether the data have normal distribution or not, the researcher used Kolmogorov-Smirnov method as formula to analyze the data. In this research, the researcher analyse the data by using SPSS 23 version program. The SPSS result of Kolmogorov-Smirnov test would be interpreted as follows:

Hypothesis:

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H_0 : The data are normally distributed
 H_a : The data are abnormally distributed

Testing Criteria:

If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

It's mean that normal criteria whether or not the sample data from the population is if the significant value > 0.05 then the sample is normally distributed and the analysis and statistical analysis uses parametric statistics, whereas if the significant value < 0.05 then the sample is not normally distributed and the data analysis used is nonparametric statistics.

H. The Technique of Analyzing Data

In analyzing the data, the researcher used independent sample T-test and Paired sample T-test formula. The independent sample T-test used to find out the significant difference between students' reading comprehension in recount text taught by using One Stays Rest Stray (OSRS) Technique and students' reading comprehension in recount text without being taught using One Stays Rest Stray (OSRS) Technique. Meanwhile Paired sample T-test is used to find out the difference of mean score pre-post test in experimental class. The data were analyzed by using SPSS 23.0 version.

When the researcher had been known there is a significant difference between pretest and posttest, it is necessary to calculate the effect size by finding out eta square. After finding the difference, the

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researcher found out the effect size of the phenomenon. Pallant (2010) stated that the effect size statistic provide an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic used in this research is eta squared. For t-test, SPSS does not provide eta squared values. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 - 1)}$$

Where:

η^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, the researcher provided the conclusion as follows:

1. The students reading comprehension of recount text before being taught by using One Stays Rest Stray (OSRS) Technique at the second grade students of SMP Muhammadiyah 4 Pekanbaru was categorized as “**Enough**” level.
2. The students reading comprehension of recount text after being taught by using One Stays Rest Stray (OSRS) Technique at the second grade students of SMP Muhammadiyah 4 Pekanbaru was categorized as “**Good**” level.
3. From analysis of paired-samples t-test. It can be seen that t_o was higher than t_{table} . It can be read $2.756 < 12.809 > 2.462$ and $\alpha = 0.05 > Sig. 0.000$. It could be concluded that H_o was rejected and H_a was accepted. It means that there was a significant difference of using One Stays Rest Stray (OSRS) Technique on students' reading comprehension at the second grade students of SMP Muhammadiyah 4 Pekanbaru.

Therefore, teaching reading comprehension after being taught by using One Stays Rest Stray (OSRS) Technique to the second grade students of SMP Muhammadiyah 4 Pekanbaru was better than students who were taught before using One Stays Rest Stray (OSRS) Technique.

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B. Suggestion

Finally, the researcher would like to give some suggestions to any person who concerns with English teaching learning activity, particularly in teaching reading comprehension, considering the result of this study, the researcher would like to give some suggestions as follows:

1. Suggestion for Teachers

- a. It is recommended to the teacher to use One Stays Rest Stray (OSRS) Technique in teaching reading and learning process of recount text.
- b. The researcher suggests English teachers to choose the suitable strategy in teaching reading for their students in order to make the students feel interested and not bored in studying English.
- c. The teacher should be creative in providing learning activities, especially in reading comprehension, so that the students feel enjoy.

2. Suggestion for Students

- a. The students could try to understand the use of One Stays Rest Stray (OSRS) Technique in learning process.
- b. The students could make reading as a habitual activity.
- c. The students could be active and pay more attention to the lesson that has been explained by the teacher.



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soelhrantas No. 155 Km 18 Tampian Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web: www.fk.uinsuska.ac.id, E-mail: effah_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/3816/2019
 Status : Biasa
 Tanggal :
 Tempat : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 28 Februari 2019

Kepada
 Yth. Kepala Sekolah
 SMP MUHAMMADIYAH 4 PEKANBARU
 di
 Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan IAIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: ANI MARLINA
NIM	: 11314200789
Semester/Tahun	: XII (Dua Belas)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau


ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.


 an Dekan
 Dekan III
 Dr. H. Nursalim, M.Pd
 NIP. 19660410 199303 1 005

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UIN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Jenis yang dibimbing :

- a. Seminar usul Penelitian
- b. Penulisan Laporan Penelitian








Nama Pembimbing : Drs. H. Kalayo Hs. M. Ed

Nomor Induk Pegawai (NIP) :

Nama Mahasiswa : ANI MARLINA


Nomor Induk Mahasiswa : 11314200789

Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
21 / 02 / 2019	- Siapkan Surat bimbingan - Lengkapi data (Rubrik & silabus)		
13 / 03 / 2019	- Buat lebih spesifik - Problem solving model - Tanda baca - grammar		
18 / 03 / 2019	- Lanjut BAB II		
18 / 03 / 2019	- Tambahkan pendahuluan di teknik - Kesimpulan tentang hubungan antara teknik OSPE dan Reading Comprehension relevant text (beri contoh text)		
15 / 03 / 2019	- Tambah materi di Approach, method, technique & Strategy		
7 / 03 / 2019	- Revisi dan pen-pun diskusi - Prepared & edit - BAB III - Revisi dan pen-pun diskusi - Instrumen : RPP		
Approved for Proposal Seminar			

Pekanbaru, 20
Pembimbing

- Hak Cipta Dilindungi Undang-Undang**
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UIN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampar Pekbaru Riau 20293 P.O. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

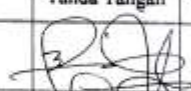


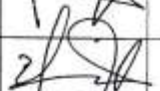
1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian : ✓

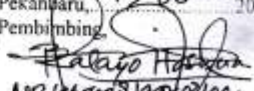
2. Nama Pembimbing : Drs. H. Kalayo. Hs, M. Ed.
 a. Nomor Induk Pegawai (NIP) :

3. Nama Mahasiswa : Ani Marlina

4. Nomor Induk Mahasiswa : 11314200789

5. Kegiatan :


No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	1 / Mei / 2019	Bimbingan Instrumen		
	5 / Agustus / 2019	- BAB IV : Data Presentation		
	8 / Agustus 2019	- Review the Structure and continue chapter IV, Bibliography and the attachment of the text both Pre and Post tests		
	13 Agustus 2019	- Ace for the final exam		

Pekanbaru, 13-08-2019
 Pembimbing

 NIP 0651028199/091001



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UNIVERSITAS ISLAM NEGERI SULTAN S

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كلية التربية والتعليم



FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21121




**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa	: Ani Marlina
Nomor Induk Mahasiswa	: 11314200789
Hari/Tanggal Ujian	: Senin, 29 Maret 2019
Judul Proposal Ujian	: The Use of One Stays Rest Stray Technique in Teaching Reading Comprehension on Recount Text at The Eighth Grade Students of Junior High School Muhammadiyah 4 Pekanbaru
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M. Ed.	PENGUJI I		
2.	Dedy Wahyudi, M. Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M. Ag
NIP. 19660924 199503 1 002

Pekanbaru, 29 Maret 2019
Peserta Ujian Proposal



Ani Marlina
NIP. 11314200789



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Nomor : Un.04/F.II/PP.00.9/8531/2019
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 28 Mei 2019 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : ANI MARLINA
NIM : 11314200789
Semester/Tahun : XII (Dua Belas) / 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Use of One Stays Rest Stray Technique in Teaching Reading Comprehension on Recount Text at The Eighth Grade Students of SMP Muhammadiyah 4 Pekanbaru
Lokasi Penelitian : SMP Muhammadiyah 4 Pekanbaru
Waktu Penelitian : 3 Bulan (28 Mei 2019 s.d 28 Agustus 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.


Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Pekanbaru

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 1940704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

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MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SMP MUHAMMADIYAH 4 PEKANBARU
FILIAL SMP MUHAMMADIYAH 1 PEKANBARU
 SIALANG MUNGGU – TAMPAN – KOTA PEKANBARU
 Alamat : Jl.CiptaKarya◊Kelurahan TuahKarya◊KecamatanTampan◊ Kota Pekanbaru◊Kode Pos 28293

Pekanbaru, 10 Ramadhan 1440 H
15 Mei 2019 M

Nomor : 016 /III.4.AU/A/2019
Lamp : -
Hal : Balasan Izin Pra Riset

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
UIN Suska Riau
Di
Pekanbaru


السلام عليكم ورحمة الله وبركاته

Berdasarkan dengan surat saudara nomor: Un.04/F.II.4/PP.00.9/3816/2019. tanggal 28 Februari 2019 perihal izin Pra Riset Mahasiswa :

Nama : ANI MARLINA
NIM : 11314200789
Semester/Tahun : XII (dua Belas) / 2019
Program Study : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU

Maka melalui surat ini pada prinsipnya kami bersedia untuk memberikan izin Riset/ Penelitian kepada Mahasiswa tersebut di SMP Muhammadiyah 4 Pekanbaru yang saya pimpin.

Demikian surat ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Wassalam,
Kepala Sekolah

H.A. RAHMAN, S.Pd.I
NBM : 598 407

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komplek Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NCN IZIN-RISET/23632
 TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat
 Pemohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor :**
Un.04/F.I/PP.00.9/0531/2019 Tanggal 28 Mei 2019, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : ANI MARLINA |
| 2. NIM / KTP | : 11314200789 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE USE OF ONE STAYS REST STRAY TECHNIQUE IN TEACHING
READING COMPREHENSION OF RECOUNT TEXT AT THE EIGHTH
JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 PEKANBARU |
| 7. Lokasi Penelitian | : SMP MUHAMMADIYAH 4 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperiunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 26 Juni 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. Up. Kaban Kesbangpol dan Linmas di Pekanbaru
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

- Hak Cipta Dilindungi Undang-Undang**
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PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
 JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

REKOMENDASI PENELITIAN
 Nomor : 071/BKBP-REKOM/2019/2101


 232018

a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMTSP/NON IZIN-RISET/23632 tanggal 26 Juni 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

1. Nama 2. NIM 3. Fakultas 4. Jurusan 5. Jenjang 6. Alamat 7. Judul Penelitian 8. Lokasi Penelitian	ANI MARLINA 11314200789 TARBIAH DAN KEGURUAN UIN SUSKA RIAU PENDIDIKAN BAHASA INGGRIS S1 KEL. TUAH KARYA KEC. TAMPAN-PEKANBARU THE USE ONE STAYS REST STRAY TECHNIQUE IN TEACHING READING COMPREHENSION OF RECOUNT TEXT AT THE EIGHT JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 PEKANBARU DINAS PENDIDIKAN KOTA PEKANBARU
--	---


Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No. 64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 26 Juni 2019

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK KOTA PEKANBARU



H. MAISENDA S.Sos, M.Si
 NIP. 49218524 199403 1 007

Tembusan
 1. Sampakan Kepada Yth :
 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Berangkutan.

- Hak Cipta Dilindungi Undang-Undang**
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MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SMP MUHAMMADIYAH 4 PEKANBARU
FILIAL SMP MUHAMMADIYAH 1 PEKANBARU
SIALANG MUNGGU – TAMPAN –KOTA PEKANBARU

Alamat : Jl.CiptaKarya◊Kelurahan TuahKarya◊KecamatanTampan◊ Kota Pekanbaru◊Kode Pos 28293

SURAT KETERANGAN

Nomor : 68/KET/III.4.A.U/F/2019

Kepala SMP Muhammadiyah 4 Kec. Tampar kota Pekanbaru dengan ini menerangkan :

Nama	: ANI MARLINA
NIM	: 11314200789
Semester/Tahun	: XII (dua Belas) / 2019
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU

Bahwa Mahasiswa tersebut telah selesai melaksanakan Penelitian di SMP Muhammadiyah 4 yang saya pimpin dari tanggal 02 Mei s/d 31 Mei 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya. Semoga dapat di pergunakan sebagaimana mestinya.

Pekanbaru, 09 Juli 2019

Kepala Sekolah

H. A. RAHMAN, S.Pd.I
NBM : 598.407

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DINAS PENDIDIKAN

JALAN PATTIMURA NO. 40 A TELP. (0761) 42788, 855287 FAX. (0761) 47204
PEKANBARU

website : www.disdikpkur.org email : disdikpkur@yahoo.com

Pekanbaru, 1 Juli 2019

Nomor : 800/Sekretaris.1/VI/2019/C/12J
Lampiran : -
Perihal : **Izin Melaksanakan
Riset / Penelitian**

Kepada Yth,
Sdr. Kepala SMP Muhammadiyah 4
Kota Pekanbaru
di -
Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru nomor : 071 / BKBP - REKOM / 2019 / 2101
Tanggal 26 Juni 2019 perihal Izin Riset/ Penelitian, atas nama :

Nama : **ANI MARLINA**
NIM : 11314200789
Mahasiswa : Fakultas Tarbiyah & Keguruan UIN Suska Riau
Judul Penelitian : **The Use One Stays Rest Stray Technique In
Teaching Reading Comprehension On Recount
Text At The Eight Of Junior High School
Muhammadiyah 4 Pekanbaru.**

Pada prinsipnya kami dapat menyetujui yang bersangkutan
melaksanakan riset pada **SMP Muhammadiyah 4 Kota Pekanbaru**,
sehubungan dengan itu diharapkan agar saudara dapat membantu
kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan
terima kasih.



PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
Sekretaris
REMBINA H. NIP. 19650921 198902 1 001

Blue Print of the Reading Test (Pre-Test)

NO	INDICATORS	NUMBER OF ITEM
1.	The students are able to identify the communicative purposes of recount texts.	1, 6, 11, 16
2.	The students are able to identify the generic structure of recount texts.	2, 7, 12, 17
3.	The students are able to identify the language features of recount texts.	3, 8, 13, 18
4.	The students are able to identify the various kinds of information of recount texts.	4, 9, 14, 19
5.	The students are able to identify the reference words of recount texts.	5, 10, 15, 20

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRE-TEST

READING COMPREHENSION

Respondent: The Eighth Grade Students of Junior High School Muhammadiyah 4 Pekanbaru

Instructions:

- Write down your name and class on the answer sheet.
- Give the cross (X) for the answer that you choose.
- There are 45 minutes to answer 20 questions.
- Please answer the questions correctly !

Read this text and answer the following questions 1-5

A Visit to a Sheep Property

Last holiday I visited a sheep property. I helped in the sharing sheds and in the yard. On the first day the weathers were shared. I helped by sweating and picking up wool pieces. Shears start early 7.30 a.m.

I was tired at the end of day in the shed but our work was not finished. We all had to help to get the weathers and lambs back into the paddocks. As well, we had to get a mob of ewes and lambs into the yards for shearing the next day. Then it was time for tea (that's what my grandma calls dinner). This was a very long day but I enjoyed it a lot.

(Source: English On Sky2 for Junior High School Students Year VIII)

What is the purpose of text?

- a. To catch the readers
- b. To show the real events
- c. To entertain the readers with the bad experiences
- d. To amuse the listeners

What is the generic structure from the last paragraph?

- a. Re-orientation and Resolution
- b. Events and Re-orientation
- c. Events
- d. Complication

3. What is the language future that the writer used from the story above?

- a. Using Adverb
- b. Using Adjectives and Past tense
- c. Using Past Participles
- d. Using Noun Phrase

4. How the write's feeling when all the work had finished?

- a. It was enjoyed
- b. Unexpected moments
- c. Happy days
- d. Good days



“... we all had to help to get the weathers and lambs back into the paddocks.” (paragraph 2).

The underlined word refers to...

- a. The writer and families
- b. The writer
- c. The writer and brother
- d. The writer and grandma

Read this text and answer the following questions number 6-10

Earthquake

Has everybody here heard of an earthquake? Do you know what it is like when it happens? Well, I once experienced it. I'll tell you about my experience. Listen! I was driving along the coast road when the car suddenly lurched to one side.

You know what happened? At first I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It's terrible, isn't it?

Next, guess what! The rocks came tumbling across the road and I had to get out of the car. When I got back to town, well as I said, there wasn't much left.

My God, that was a nightmare.

(Source: LKS for Junior High School Students Year VIII)

6. What is the communicative purpose of the text above?
 - a. To entertain the readers about a nightmare of Earthquake
 - b. To describe an amazing of Earthquake
 - c. To retell about what happened when the Earthquake coming
 - d. To amuse the audience with the bad thing about Earthquake
7. What is the generic structure of last paragraph?
 - a. Complication and Events
 - b. Resolution
 - c. Re-orientation
 - d. Complication and Resolution
8. What is the language future that the writer used?
 - a. Using Word In The Past
 - b. Using Adjectives and Simple Past Tense
 - c. Using Adverb
 - d. Using Present Continuous Tense
9. What happened at the first experience?
 - a. The writer got an accident by telephone ring
 - b. The writer were looking at telephone
 - c. The writer saw the telegraph poles collapsing like matchsticks
 - d. The writer got an idea

10. "...it's terrible, isn't it?" in paragraph 2.

The underlined word refers to ...

- Telephone ring
- The writer
- The telegraph poles
- The writer and the telegraph

Read this text and answer the following questions number 11-15

Fishing in the Harbor

Last New Year's Eve, my family joined some other families on a fishing trip at Greenwich Harbor to welcome New Year. We went fishing so we could step up late.

On our way to the harbor, we bought some beef mince at the butcher's. We used the mince as bait. My parents' friends brought the fishing rods for us to use. When we got the harbor some families were already there. We were a bit late because we tired to find our way to the harbor and got a bit lost. We started fishing competition. We agreed that whoever got the most fish will keep all fish caught that night. Apparently, no one caught by big fish. We caught mostly small yellow tail fish. After fishing for nearly three hours, my mom got the most fish. All the participants gave all their fish to us. We came home with a bucketful of fish. It was not bad at all.

The next morning, we enjoyed fresh fried yellow tail fish with steamed rice for breakfast. That was very special because we had never had fried yellow tail fish for breakfast before.

(source: LKS for Junior High School Student Year VIII)

- What is the communicative purpose from the text above?
 - To show the readers about the experiences of fishing in the harbor
 - To entertai the reader about fishing trip at Greenwich harbor to welcome New Year
 - To inform the reader about fishing a trip
 - To describing place in Greenwich harbor
- What is the generic structure of the text above?
 - Orientation, Resolution, and Complication.
 - Orientation, Event, and Resolution.
 - Orientation, Events, and Re-Orientation.
 - Orientation, Complication, and Events.
- What is the language feature that writer used?
 - Using Simple Past Continuous
 - Using Adverb
 - Using Adjectives and Simple Past Tense
 - Using Simple Present Tense



14. What they do to started their fishing?

- The first they started with a good challenges
- The first started they have a competition
- They enjoyed at the first started
- They got many fishes for the started

15. "...we enjoyed fresh fried yellow tail fish with steamed rice for breakfast." In paragraph 3.

The underlined word refers to...

- The writer and families
- The neighbor writer's
- The writer and the friend
- The writer's family

Read this text and answer the following questions number 16-20

My Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

(source: English On Sky2 for Junior High School Year VIII)

16. What is the communicative purpose from the text above?

- The purpose of the text above is to entertain the reader about the writers' holiday
- The purpose of the text above is to describe something
- The purpose of the text above is to retell the reader
- The purpose of the text above is to explain the reader

17. What is the generic structure from the second paragraph?

- Orientation
- Re-orientation
- Event
- Complication

18. What is the language feature from that story that the writer used?

- Past Tense
- Future Tense
- Present Tense
- Past Continuous



16. What did the writer do in the afternoon?

- Woke up and took a breakfast
- Walking around home
- Went to home
- Washing clothes

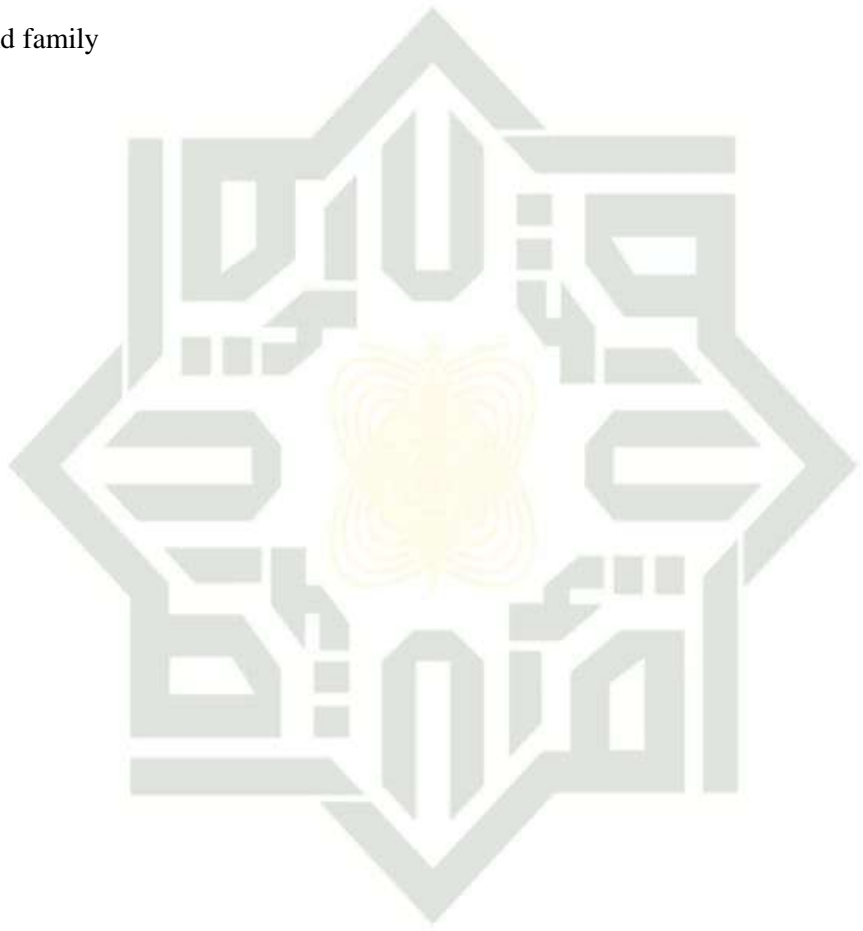
17. "...we woke up very late in the morning and had breakfast." In paragraph 3. the underlined word refers to...

- The writer and families
- The writer
- Family
- The writer and family

Hak Cipta Dilindungi Undang-Undang

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Blue Print of the Reading Test (Post-Test)

NO	INDICATORS	NUMBER OF ITEM
1.	The students are able to identify the communicative purposes of recount texts.	5, 7, 12, 16
2.	The students are able to identify the generic structure of recount texts.	4, 8, 13, 17
3.	The students are able to identify the language features of recount texts.	3, 9, 14, 18
4.	The students are able to identify the various kinds of information of recount texts.	2, 6, 15, 19
5.	The students are able to identify the reference words of recount texts.	1, 10, 11, 20

Hak Cipta Dilindungi Undang-Undang

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

POST-TEST

READING COMPREHENSION

Respondent: The Eighth Grade Students of Junior High School Muhammadiyah 4 Pekanbaru

Instructions:

1. Write down your name and class on the answer sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 45 minutes to answer 20 questions.
4. Please answer the questions correctly !

Read this text and answer the following questions number 1-5

My Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

(source: English On Sky2 for Junior High School Year VIII)

1. "...we woke up very late in the morning and had breakfast." In paragraph 3. the underlined word refers to...
 - a. The writer and families
 - b. The writer
 - c. Family
 - d. The writer and family
2. What did the writer do in the afternoon?
 - a. Woke up and took a breakfast
 - b. Walking around home
 - c. Went to home
 - d. Washing clothes
3. What is the language feature from that story that the writer used?
 - a. Past Tense
 - b. Future Tense
 - c. Present Tense
 - d. Past Continuous

4. What is the generic structure from the second paragraph?

- Orientation
- Re-orientation
- Event
- Complication

5. What is the communicative purpose from the text above?

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- The purpose of the text above is to describe something
- The purpose of the text above is to retell the reader
- The purpose of the text above is to explain the reader

Read this text and answer the following questions 6-10

A Visit to a Sheep Property

Last holiday I visited a sheep property. I helped in the sharing sheds and in the yard. On the first day the weathers were shared. I helped by sweating and picking up wool pieces. Shears start early 7.30 a.m.

I was tired at the end of day in the shed but our work was not finished. We all had to help to get the weathers and lambs back into the paddocks. As well, we had to get a mob of ewes and lambs into the yards for shearing the next day. Then it was time for tea (that's what my grandma calls dinner). This was a very long day but I enjoyed it a lot.

Source: English On Sky2 for Junior High School Students Year VIII)

6. "... we all had to help to get the weathers and lambs back into the paddocks." (paragraph 2).

The underlined word refers to...

- The writer and families
- The writer
- The writer and brother
- The writer and grandma

7. What is the purpose of text?

- To catch the readers
- To show the real events
- To entertain the readers with the bad experiences
- To amuse the listeners

8. What is the generic structure from the last paragraph?

- Re-orientation and Resolution
- Events and Re-orientation
- Events
- Complication



9. What is the language future that the writer used from the story above?
- Using Adverb
 - Using Adjectives and Past tense
 - Using Past Participles
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10. How the write's feeling when all the work had finished?
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 - Good days

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You know what happend? At first I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It's terrible, isn't it?

Next, guess what! The rocks came tumbling across the road and I had to get out of the car. When I got back to town, well as I said, there wasn't much left.

My God, that was a nightmare.

Source: LKS for Junior High School Students Year VIII)

11. "...it's terrible, isn't it?" in paragraph 2.
The underlined word refers to ...
- Telephone ring
 - The writer
 - The telegraph poles
 - The writer and the telegraph
12. What is the communicative purpose of the text above?
- To entertain the readers about a nightmare of Earthquake
 - To describe an amazing of Earthquake
 - To retell about what happened when the Earthquake coming
 - To amuse the audience with the bad thing about Earthquake
13. What is the generic structure of last paragraph?
- Complication and Events
 - Resolution
 - Re-orientation

d. Complication and Resolution

16. What is the language future that the writer used?

- Using Word In The Past
- Using Adjectives and Simple Past Tense
- Using Adverb
- Using Present Continuous Tense

17. What happened at the first experience?

- The writer got an accident by telephone ring
- The writer were looking at telephone
- The writer saw the telegraph poles collapsing like matchsticks
- The writer got an idea

Read this text and answer the following questions number 16-20

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Last New Year's Eve, my family joined some other families on a fishing trip at Greenwich Harbor to welcome New Year. We went fishing so we could step up late.

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The next morning, we enjoyed fresh fried yellow tail fish with steamed rice for breakfast. That was very special because we had never had fried yellow tail fish for breakfast before.

Source: LKS for Junior High School Student Year VIII)

16. What is the communicative purpose from the text above?

- To show the readers about the experiences of fishing in the harbor
- To entertai the reader about fishing trip at Greenwich harbor to welcome New Year
- To inform the reader about fishing a trip
- To describing place in Greenwich harbor

17. What is the generic structure of the text above?

- Orientation, Resolution, and Complication.
- Orientation, Event, and Resolution.
- Orientation, Events, and Re-Orientation.
- Orientation, Complication, and Events.

18. What is the language feature that writer used?

- Using Simple Past Continuous
- Using Adverb
- Using Adjectives and Simple Past Tense
- Using Simple Present Tense

19. What they do to started their fishing?

- The first they started with a good challenges
- The first started they have a competition
- They enjoyed at the first started
- They got many fishes for the started

20. "...we enjoyed fresh fried yellow tail fish with steamed rice for breakfast." In paragraph 3. The underlined word refers to...

- The writer and families
- The neighbor writer's
- The writer and the friend
- The writer's family

Hak Cipta Dilingkungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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SILABUS

Sekolah : SMP MUHAMMADIYAH 4 PEKANBARU
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Membaca

1. Memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none">Teks Esai berbentuk <i>narrative / recount</i>Ciri kebahasaan Teks Esai berbentuk <i>narrative / recount</i>Tujuan komunikatif teks esai <i>narrative / recount</i>Langkah retorika <i>narrative / recount</i>	<ol style="list-style-type: none">Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populerTanya jawab menggali informasi dalam cerita berdasarkan gambarMendengarkan teks <i>narrative / recount</i> yang dibaca guruMembaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benarMenjawab berbagai pertanyaan tentang informasi dalam teks yang di bacaMenentukan tujuan komunikatif teks <i>narrative / recount</i> yang di bacaMenentukan langkah retorika dari teks <i>narrative / recount</i> yang di bacaMenentukan ciri kebahasaan teks <i>narrative / recount</i> yang di bacaMembaca teks	<ul style="list-style-type: none">Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i>Mengidentifikasi berbagai makna teks <i>narrative / recount</i>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i>	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	7 x 40 menit	<ol style="list-style-type: none">Buku teks yang relevanBuku cerita bahasa InggrisGambar - gambar terkait ceritaRekaman ceritaTape recorderCDVCD player
				Tes tulisan	Pilihan ganda Isian singkat Pertanyaan tertulis	<i>Choose the right answer based on the text.</i> <i>Complete the following sentences using the information from the text.</i> <i>Answer the following questions based on the text.</i>	7 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> Teks fungsional : <ul style="list-style-type: none"> - undangan - pengumuman - pesan Tujuan komunikatif Ciri kebahasaan 	<i>narrative / recount</i> lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis	PG	<i>Choose the best option, a,b,c or d</i>	7 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Lesson Plan

School : SMP Muhammadiyah 4 Pekanbaru
 Class : VIII
 Subject : English
 Skill : Reading
 Meeting : 1
 Time Allocation : 2 x 45 Minutes

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

Recount text

May bad days

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.



I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra Assignment as a punishment.

After Biology lesson, I did not tie my Shoelace properly. I tripped over it. And fall down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

G. Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teachers tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
- The teacher arranges they (all members of the group) discuss them together
- After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

Relevant text book about recount text

Dictionary

Internet



J. Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the communicative purpose from the text above?

- a. To entertain the listeners
- b. To amuse the readers
- c. To describe the bad days
- d. To retell a moments in the past

What is the generic structure from the second paragraph?

- a. Orientation and events
- b. Events
- c. Resolution
- d. Complication and orientation

What is the language feature that the writer used?

- a. Using noun phrase
- b. Using simple past tense
- c. Using past future
- d. Using conditional sentence

What happened when the writer when the teacher asked about homework?

- a. The writer shocked
- b. The writer gave a smile to the teacher
- c. The writer had lost the homework
- d. The writer did not do the homework in home

The word “snooze” in the first paragraph is refers to...




- a. Take asleep
- b. Sleep for a moment
- c. Sleeping beauty
- d. Slept a moment

Key Answer

1. B 2. B 3. C 4. A 5. D

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

Pekanbaru, May 10th, 2019

The Teacher of English	Researcher
	
<u>ERI VIANTI L. S. Pd</u> NBM: 1 307 694	<u>ANI MARLINA</u> SIN: 11314200789
Known by:	
The Principle of SMP Muhammadiyah 4 Pekanbaru	
	
<u>H. A. RAHMAN, S. Pd. I</u> NBM: 598 407	



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State Islamic University of Sultan Syarif Kasim Riau

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Lesson Plan

School	: SMP Muhammadiyah 4 Pekanbaru
Class	: VIII
Subject	: English
Skill	: Reading
Meeting	: 2
Time Allocation	: 2 x 45 Minutes

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

- Recount text

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.



When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friends drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

G. Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teacher tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
- The teacher arranges they (all members of the group) discuss them together
- After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

1. Relevant text book about recount text
2. Dictionary
3. Internet



1. Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the communicative purpose from the text above?

- a. To entertain the readers about vacation to Surabaya
- b. To deliver the message
- c. To describe the things
- d. To inform the events in the past

What is the generic structure from the last paragraph?

- a. Events
- b. Re-orientation
- c. Complication
- d. Orientation

3. What is the language feature that the writer used?

- a. Using Linking Verb; Was, Were
- b. Using Present Tense
- c. Using Past Continuous Tense
- d. Past Future Tense

4. What happened when the writer come out again from the toilet?

- a. The writer's friend lost
- b. The bus had already gone
- c. The writer bought a coffee
- d. The writer back home

5. The word "vacation" in the first paragraph is refers to...

- a. Enjoying
- b. Holiday
- c. Take a rest for a moment
- d. Having fun

Key Answer

1. A 2. B 3. C 4. B 5. A

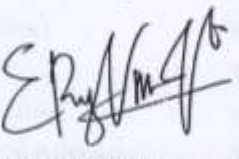



$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$



Pekanbaru, May 14th, 2019

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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<p>Known by:</p> <p>The Principle of SMP Muhammadiyah 4 Pekanbaru</p> <p> </p> <p><u>H. A. RAHMAN, S. Pd. I</u> NBM: 598 407</p>	



Lesson Plan

School	: SMP Muhammadiyah 4 Pekanbaru
Class	: VIII
Subject	: English
Skill	: Reading
Meeting	: 3
Time Allocation	: 2 x 45 Minutes

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

- Recount text

Watching Movie

My sister and I went to see a film last night. It was an America movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat.

After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.

The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

G. Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teachers tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
- The teacher arranges they (all members of the group) discuss them together
- After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

1. Relevant text book about recount text
2. Dictionary
3. Internet

J. Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the communicative purpose from the text above?

- a. To entertain the listeners
- b. To amuse the readers
- c. To showing the beautiful experiences
- d. To retell the story in the past

What is the generic structure from the last paragraph?

- a. Events
- b. Re-orientation
- c. Resolution
- d. Orientation

3. What is the language feature that the writer used?

- a. Using Linking Verb; was, were
- b. Using Present Tense
- c. Using Past Tense
- d. Using Past Perfect

4. What happened when their boat sank?

- a. They were very happy
- b. They were dance together
- c. They were satisfied
- d. They were drowned

5. The word "plane" in the first paragraph is refers to...

- a. Car
- b. Aircraft
- c. Bicycle
- d. Ship

Key Answer

1. A 2. B 3. C 4. D 5. B

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

Pekanbaru, May 17th, 2019

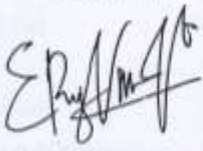




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Known by: The Principle of SMP Muhammadiyah 4 Pekanbaru  <u>H. A. RAHMAN, S. Pd. I</u> NBM: 598 407	



UIN SUSKA RIAU



School

: SMP Muhammadiyah 4 Pekanbaru

Class

: VIII

Subject

: English

Skill

: Reading

Meeting

: 4

Time Allocation

: 2 x 45 Minutes

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

- Recount text

My Great Day of Proposing Girl

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl.

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After praying and taking a bath, I had my early breakfast. At about nine o'clock I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her.

At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her.

I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon.

She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "Yes." After driven her home I went back to my house.

Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teachers tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
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- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

1. Relevant text book about recount text
2. Dictionary
3. Internet



1. Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the communicative purpose from the text above?

- a. To entertain the readers about the great day of proposing girl
- b. To amuse the readers
- c. To describe the bad days
- d. To retell a moments in the past

What is the generic structure from the second paragraph?

- a. Events
- b. Re-orientation
- c. Complication
- d. Orientation

What is the language feature that the writer used?

- a. Using Linking Verb; was, were
- b. Using Present Tense
- c. Using Past Continuous Tense
- d. Using Past Participles

What happened when he put the ring around her finger?

- a. She was cried
- b. She smiled and say "Yes"
- c. She was jumped
- d. She was laugh

The word "proposing" in the title is refers to...

- a. Engaged
- b. Holiday
- c. Take a rest for a moment
- d. Having fun

Key Answer

1. A 2. B 3. C 4. B 5. A

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

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UIN SUSKA RIAU

Pekanbaru, May 21st, 2019

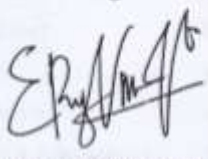




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Known by: The Principle of SMP Muhammadiyah 4 Pekanbaru  <u>H. A. RAHMAN, S. Pd. I</u> NBM: 598 407	



Lesson Plan

School : SMP Muhammadiyah 4 Pekanbaru
 Class : VIII
 Subject : English
 Skill : Reading
 Meeting : 5
 Time Allocation : 2 x 45 Minutes

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

Recount text

Granpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favorite colour.



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On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my Grandma told us some stories about my Grandpa.

5. Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teachers tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
- The teacher arranges they (all members of the group) discuss them together
- After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

1. Relevant text book about recount text
2. Dictionary
3. Internet



J. Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the purpose from the text above?

- To inform the readers
- To shared experiences
- To describe the bad days
- To retell the story in the past

What is the generic structure from the first paragraph?

- Orientation and Complication
- Orientation
- Resolution
- Re-orientation and Events

3. What is the language feature that the writer used?

- Using Past Participles
- Using Is, Am, Are
- Using Adjectives
- Using Past Continuous Tense

4. What happened with grandpa when he opened the presents?

- He was very happy with his presents
- He was very sad when blew up the candle
- He was so excited
- He was slowly expressions

5. “we made a birthday cake” (paragraph 3).

The bold word refers to...

- The writer and family
- The writer and sister
- The writer and brother
- The writers' family

Key Answer

1. B 2. A 3. D 4. A 5. D

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

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The Teacher of English



ERI VIANTI, S. Pd
NBM: 1 307 694


Researcher



ANI MARLINA
SIN: 11314200789

Known by:

The Principle of SMP
Muhammadiyah 4 Pekanbaru



H. A. RAHMAN, S. Pd. I
NBM: 598 407





Lesson Plan

School : SMP Muhammadiyah 4 Pekanbaru
 Class : VIII
 Subject : English
 Skill : Reading
 Meeting : 6
 Time Allocation : 2 x 45 Minutes

A. Standard Competence

Reading

11. Understanding the meaning in short simple essay in functional text such as recount text interact with environments.

B. Based Competency

11.1 Respond the meaning and rhetorical step of short simple essay accurately and fluently relating to the environment in the form of recount text.

C. Indicator

- The students identify the main idea
- The students identify factual information in reading text
- The students identify the meaning of the word
- The students identify the purpose of the text
- The students identify the generic structure of the text

D. Objective of Study

- The students are able to find out the main idea
- The students are able to find out the factual information in reading text
- The students are able to find out the meaning of the word
- The students are able to find out the purpose of the text
- The students are able to find out the generic structure of the text

E. The Culture Value and Nation Characters

Religious, honest, tolerance, discipline, hard work, stand alone, democratic, want to know, spirit in nationally, care on environment and responsibility

F. Material of Study

- Recount text

Visiting Bali

There were so many places to see in Bali that my friend decide to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours.



The first one was to Singaraja, the second was to Ubud.

One the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The street is lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silver smiths and golden smiths.

After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding everyday. He was quiet satisfied.

G. Teaching Technique

One Stays Rest Stray Technique

H. The activities of Teaching and Learning

1. Pre-activity

- Greeting
- Check students' attendance list
- The teachers tells to the students about the objectives of study

2. While activity

- The teacher asks student reads the paragraphs and does the tasks given silently.
- The teacher arranges they (all members of the group) discuss them together
- After finishing the discussion, the teacher asks one student to stay in their group while other stray to other groups to find out what other groups have done
- Then, the teacher gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened
- At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

3. Post-activity

- The teacher gives the students chance to ask question about the material.
- The teacher conclude the lesson
- The teacher asks the students to submit their assignment.

I. Media

1. Relevant text book about recount text
2. Dictionary
3. Internet



Assessing

- Form of test : Written text
- Technique of the test : Multiple choice
- Instrument :

What is the communicative purpose from the text above?

- a. To inform the readers about places in Bali
- b. To retell about places in Bali
- c. To describe the place in Bali Town
- d. To show the readers how a beautiful places in Bali

What is the generic structure from the last paragraph?

- a. Complication, Resolution and Events
- b. Orientation, Events and Re-Orientation
- c. Orientation, Events and Resolution
- d. Complication, Resolution and Orientation

What is the language feature that the writer used from the story above?

- a. Using Past Tense
- b. Using Adverb Of Time and Past Perfect
- c. Using Communicative Language
- d. Using Continuous Tense

What should the writers' friend look at Bali?

- a. Many things in Bali's Town
- b. The Buildings in Bali
- c. The Good Scenery in Bali
- d. There are many places in Bali

"...then they returned very late in the evening to Kuta." In the second paragraph.

The underlined word refers to...

- a. The writer and friends
- b. The writer's friends
- c. The friends of writer
- d. Friends

Key Answer

1. A 2. B 3. A 4. D 5. B

$$\frac{\text{Total Students' Score}}{\text{Total Question}} \times 10$$

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kan sumber:

Islamic University of Sultan Syarif Kasim Riau

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CURRICULUM VITAE



Ani Marlina was born on May 23rd 1995 in Danau Bingkuang, Kampar Regency, she is the First of four children of beloved couple Dahnir and Leni Sofita.

She had finished her study at State Elementary School 016 Pekanbaru in 2007, Tri Bhakti Junior High School in 2010, and then continued at state Senior High School 12 Pekanbaru in 2013. In the same year, she continued her study at Department of English Education, Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau

In finishing her study at the University, to fulfill requirements for Bachelor Degree in English Education, she conducted a *Proposal Seminar* on April 29th, 2019, then she conducted the research on May 2nd, 2019 at Junior High School Muhammadiyah 4 Pekanbaru, entitle ***“The Use of One Stays Rest Stray (OSRS) Technique in Teaching Reading Comprehension On recount Text at The Eighth Grade of Junior High School Muhammadiyah 4 Pekanbaru”*** and followed *Munaqasyah examination* on October 01st 2019. She could finish her study about 6 years 5 months with predicate excellent (IPK: 3.20) and appropriate to get Bachelor Degree.